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# EVALUATION OF PROJECT BASED LEARNING ON SOCIAL SCIENCE SUBJECTS USING CIPP MODEL IN MTs NEGERI JEMBER III

**Awang Cahyo Dahono, Sri Kantun, Sukidin**

Education and Teacher Training Faculty of Jember University
Jember East Java
*awangcahyodahono @gmail.com*

**ABSTRACT:** *Evaluation Research assesses project-based learning in Social science lesson Class VII even semester of the academic year 2016-2017 material understands the types of social, religious, economic and political institutions in the community using the CIPP model. The research location is determined by purposife area, located at MTs Negeri Jember III, Data obtained: Assistant Head of Madrasah curriculum field, subject teachers and non-educational staff and learners Supporting data sources: madrasah documents, teachers, students. Methods of data collection are observation, interview, and documentation. Data processing techniques are data reduction, display data, interpretation data, conclude and verify, validity of results, narrative analysis results, and make recommendations.*

*This is the underlying researcher to conduct research learning using the model Based Learning Project because the learning process in MTs Negeri Jember III not optimal, teachers in teaching Social Learning integrated learning in particular still using the model of lectures / expasitori (teacher centered) and students do not understand the material Delivered by the teacher causes the learning activities to be passive and student learning outcomes on the subjects are less meet. Learning problems emphasize aspects of knowledge, facts and concepts that are memorizing. Social science Learning at madrasah is always presented in factual form, dry concept, teacher only pursues the target of curriculum achievement, unattached process. This causes learning to become bored, bored and considered by learners as a second-class lesson.*

*Evaluation of the CIPP model: The context aims to assess the implementation of the syllabus planning, the preparation of the learning plan, the preparation of the learning activities, the questionnaire aspect, before the observation, the observation, after observation, with the average final score for the context assessment of 69.14% consulted with the criteria table The success of the program has a good category. Input aims to assess the implementation of learning activities, classroom visits in the learning process, assessment of learning plans, classroom visit instruments document, assessment of lesson plan RPP document final score 180% enough. The process for assessing the implementation of supervision of class visits, observation of students on the learning process, skills in carrying out personal relationshSocial science, student activities in the learning process, final score 211% average final scoring process score of 52.75% based on good category criteria table. The product aims to carry out the assessment of knowledge, skills, social and spiritual attitudes according to permendikbud 81A of 71% with the provision of criteria table has a good category.*

**KEYWORDS:** Project Based Learning, CIPP Model

## INTRODUCTION

This research uses a project based learning model with a CIPP evaluation model. Project Based Learning is a learning model that uses the project / activity as the core of learning. Learners do exploration, assessment, interpretation, synthesis, and information to produce various forms of learning outcomes. Social science materials understand the types of social, religious, economic and political institutions. Class VII even semester of academic

year 2016-2017 Curriculum 2013. Considered to have suitability to apply project-based learning model. Then, one program evaluation model was implemented. There are various models of program evaluation including: CIPP (Context, Input, Process, and Product) model by Stufflebeam, Goal Oriented Evaluation Model developed by Tyler, Goal Free Evaluation, Model by Scriven, Formative-Sumative Evaluation, Countenance Evaluation Model by Stake, Discrepancy Model by Provus, Kirkpatrick's Evaluation, Model by Kirkpatrick, and so forth. One chosen and considered researcher meets the learning criteria to improve student learning outcomes is the CIPP model program developed by Stufflebeam.

Based on the background and the formulation of the problem above, the objectives of the evaluation research are: 1. To describe the evaluation steps of the implementation of project-based learning on Social science subject using CIPP model in MTs Negeri Jember III? 2. Describe the results of evaluation of the implementation of project-based learning on social science subjects using CIPP Model in MTs Negeri Jember III? Research is expected to provide benefits. Theoretical benefits 1). For researchers, to be useful as a reference bibliography for further research. 2). For the government, a consideration in the making and decision of public policy on the basic direction of the implementation of project-based learning on Social sciences subjects using CIPP Model, especially for the interests of MTs Negeri Jember III and generally madrasah educational institutions within the Ministry of Religious Affairs. Practical Benefits 1). For educators, to be useful as a reference project-based learning model and program evaluation model. 2). For learners, to know and understand more deeply about the model of learning and evaluation model of the program has an influence on Social science learning activities.

## FIRST: CARACTERISTIC SOCIAL SCIENCE CLASS VII

The purpose of education of social sciences according to (Sumaatmadja, 2006) is "to nurture students to be good citizens, who have the knowledge, skills, and social concerns that are useful for themselves as well as for society and state". One of the functions of teaching social science is to transform knowledge and understanding of society in the form of facts and ideas to the child.

Learning attitude. Social sciences also aims to develop a good learning attitude. This means that by learning Social sciences children have the ability to investigate inquiry to find ideas, new concepts so that they are able to do perspectives for the future.

1. Social values and attitudes. Children need values to interpret the phenomena of the world around them, so they are able to do perspectives. Social values are an important element in social science teaching. Based on the social values that develop in society, it will develop also the social attitudes of children. Family factors, community, and personal / teacher behavior great influence on the development of values and attitudes of children.
2. Basic skills. Children learn to use skills and tools of social studies, such as seeking scientific evidence, studying community data, taking into account the validity and relevance of data, classifying and interpreting social data, and formulating conclusions.
3. Characteristics of social science. To discuss the characteristics of social science, can be seen from various views. The following are presented social science characteristics seen from the material and delivery strategy.

Social science Materials. Here are 5 kinds of social science material resources, among others: (1) Everything or anything that exists and occurs around the child from family, school, village, sub-district to the wide environment of the country and the world with various problems, (2) Eg, livelihood, education, religion, production, communication, transportation, (3) The geographical and cultural environment encompasses all aspects of geography and anthropology from the nearest child to the furthest, (4) past life, , History that begins from the history of the immediate environment to the furthest, of great figures and events, (5) the Son as the source of matter encompasses various aspects, from food, clothing, games, family. Teaching delivery strategy. Most are based on a tradition, that is, the material is arranged in the order of: children (self), family, community / neighbor, city, region, country, and world. This type of curriculum is called "The Wedding Horizon or Expanding Enviroment Curriculum" (Mukminan, 1996: 5).

## SECONDS: INDICATORS

## PROJECT-BASED LEARNING MODEL

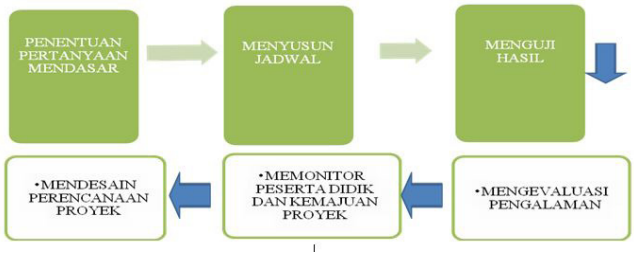
Social science Learning in the 2013 curriculum include Inqury learning, discovery learning, problem based learning, project based learning. In this evaluation study, the reason why the researcher chose Project Based Learning in the study of social science subjects because many of the previous researchers' success gave scientific interest in the process of determining the evaluation research conducted by the researchers.

Project-based learning is a learning model that uses problems as a first step in collecting and integrating new knowledge based on experience, in collecting and integrating new knowledge based on experience in real activity. Inquiry raised guiding questions and guide for learners. A collaborative project that integrates subjects in the curriculum. PBL is an in-depth investigation of a topic.

Project-Based Learning has the following

characteristics: (1) Learners make decisions about a framework, (2) Presence of problems or challenges posed to learners, (3) Learners design a process to determine the solution to the problem or challenge posed, (3) Learners are collaboratively responsible for accessing and managing information to solve problems, (4) Evaluation process is carried out continuously, (5) Learners regularly reflect on activities that have been run, (6) The end product of learning activities will Evaluated qualitatively, (6) The learning situation is very tolerant of mistakes and changes

The role of teachers in project-based learning should be as facilitators, trainers, advisors and intermediaries to obtain optimal results in accordance with the imagination, creativity and innovation of students.




Picture Step-Based Implementation of Project Based Learning.

Excess Model of Project Based Learning. As a model that has long acknowledged its strength in developing student competence, many experts have expressed the advantages of the Project Based Learning model. Helmets and Kazt, (2014: 170) states the advantages of this model as follows: (1) This model is integrated with the curriculum so that it does not require any extra in practice, (2) Students are involved in the real world and practicing authentic strategy in a disciplined manner, ( 3) Students work collaboratively to solve problems that are important to him, (4) Integration technology as a tool for discovery, collaborative, and communication in achieving the learning objectives important in new ways, (5) Enhancing cooperation in designing and implementing teacher project- Projects that cross geographical boundaries or even time zone jumps

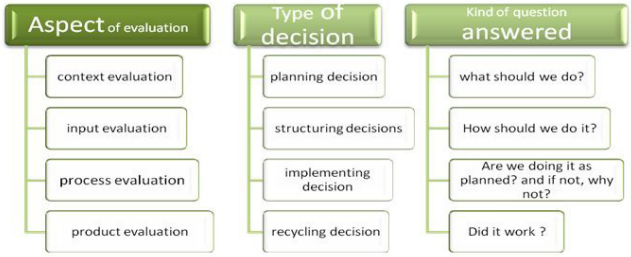
Excellence of Project Based Learning Model. This model is believed to be capable of upgrading the ability: (1) Asking questions, seeking information and interpreting information (visual and textual) they see, hear or read; (2) Create a research plan, record findings, debate, discuss, and make decisions; (3) Works to display and construct information independently; (4) Sharing knowledge with others, working together to achieve common goals, and recognizing that everyone has certain skills that are useful for the project being worked on; (5) Showing all essential intellectual and social dispositions needed to solve real-world problems.

## CIPP PROGRAM EVALUATIONMODEL

There are several evaluation models of educational programs relevant to education, such as: CIPP (Context, Input, Process, and Product) model developed by Stufflebeam, Goal Oriented Evaluation Model developed by Tyler, Goal Free Evaluation, Model by Scriven, Formative-Sumative Evaluation, Countenance Evaluation Model by Stake, Discrepancy Model by Provus, Kirkpatrick's Evaluation, Model by Kirkpatrick, and so forth.

In general, the main reason why the researcher chooses the evaluation model of the education program is the CIPP Model. The concept of CIPP model evaluation (Context, Input, Prosess and Product) was first offered by Stufflebeam in 1965 as a result of its efforts to evaluate the ESEA (the Elementary and Secondary Education Act). The CIPP approach is not to prove but to improve (Madaus, at all, 1993: 118).

Table of CIPP Model Schemes.




Evaluation of CIPP model can be applied in various fields, such as education, management, company etc. as well as in various levels either. Projects, programs and institutions. In the field of education Stufflebeam classifies the system of education on 4 dimensions, namely context, input, process and product, so that the evaluation model is named CIPP model which is the abbreviation of the four aspects.

## A. CONTEXT EVALUATION

Evaluate the context, as follows: "... the delineation and specification of the project's environment, its unmet, the population and sample of the individual to be served, and the project objectives. Contrast evaluation provides a rationale for justifying a particular type of intervention program "Sax. (1980: 595). Context evaluation is a description and specification of the program environment, unmet needs, population characteristics and samples of the individuals served and program objectives. Context evaluation helps plan decisions, determines the needs to be achieved and formulates program objectives. Suharsimi's (1988: 39) context evaluation is conducted to answer the questions: (1) What needs have not been met by program activities, (2) Which development objectives are related to the fulfillment of needs, (3) Which

goals are most easily achieved?

## B. INPUT EVALUATION

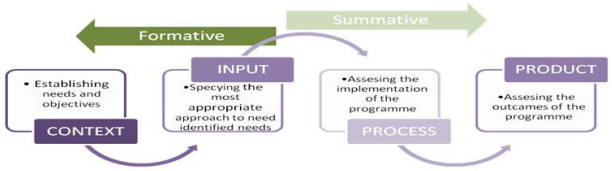
Evaluation of inputs helps to organize decisions, determine existing sources, what alternatives are taken, what plans and strategies to achieve goals, how the work procedures to achieve them. The input evaluation components include: (1) Human resources, (2) Supporting tools and equipment, (3) Funds or budgets, and (4) Required procedures and rules.

## C. PROCESS EVALUATION

Process evaluation emphasizes three objectives: "(1) do detect or predict in procedural design or its implementation during implementation stage, (2) to provide information for programmed decisions, and (3) to maintain a record of the procedure as it occurs" .Worthen and Sanders, (1981: 137). Process evaluation is used to: detect or predict draft procedures or implementation plans during the implementation phase, provide information for program decisions and as recording or archive procedures that have occurred. Process evaluation includes collection of assessment data that has been determined and implemented in the practice of program implementation. It basically evaluates the process to find out to what extent the plan has been implemented and what components need to be improved in follow-up.

## D. PRODUCT EVALUATION (PRODUCT / RESULTS EVALUATION)

Product evaluation has an important function as formulated by Sax (1980: 598) is: "to allow to project director (or teacher) to make a decision regarding continuation, termination, or modification of program". From the results of the evaluation process is expected to assist the project leader or teacher to make decisions regarding the continuation, final or modification of the program. Meanwhile, according to Tayibnapis, (2000: 14) product evaluation to help make the next decision, both about the results achieved and what is done after the program is running.




Source: Stufflebeam (2014: 315)
Scheme 2.5 Thinking Frame Thinking

## THIRDS: METHOD RESEARCH

Evaluation Research assesses project-based learning in Social science Class VII even semester of academic year 2016-2017 using CIPP model. The research location is determined by purposive area, located at MTs Negeri Jember III, Data obtained: Assistant Head of Madrasah curriculum field, subject teachers and non-educational staff and learners Supporting data sources: madrasah documents, teachers, learners. Methods of data collection are observation, interview, and documentation. Data processing techniques are data reduction, display data, interpret data, conclude and verify, validity of results, narrative analysis results, and make recommendations.

## FOURS: CONCLUSIONS

## A. CONTEXT RATING

Context evaluation aims to assess implementation: 1) syllabus planning, 2) preparation of learning planning, 3) preparation of learning activities, 4) question list, 5) observation results.

1. Planning a syllabus

Table 4.2.1 Planning a syllabus

| No | Aspects Observed | Not Suited | Accordingly |
|---|---|---|---|
| | Planning The learning process. Do teachers: Prepare the Syllabus? | | |
| 1. | Identity of subject or theme lesson | | v |
| 2. | Standards of competence | v | |
| 3. | Basic competence | v | |
| 4. | Learning materials | | v |
| 5. | Learning activities | | v |
| 6. | Indicators of achievement of competence | | v |
| 7. | Assessment | | v |
| 8. | Time Allocation | | v |
| 9. | Learning Resources | | v |
| | Total | 2 | 7 |
| | Persentage | 22% | 78% |
| | Very Good Criteria | | |

Source: Research data processed, April 14, 2017

2. Preparation of learning planning

Table 4.2.2 Preparation of learning planning

| No | Aspects Observed | Not Suited | Accordingly |
|---|---|---|---|
| | Learning Planning | | |
| 1 | Developing a Lesson Plan | | v |
| 2 | Subject identity | | v |
| 3. | Standard of competence | | v |

| | | | |
|---|---|---|---|
| 4 | Competence Disarmpaikan | | v |
| 5 | Indicators of achievement of competence | | v |
| 6 | Learning Objectives | | v |
| 7 | Teaching Material | v | |
| 8 | Time Allocation | | v |
| | Total | 1 | 7 |
| | Persentage | 12% | 88% |
| | Very Good Criteria | | |

Source: Research data processed, April 14, 2017

3. Preparation of learning activities

Table 4.2.3 Preparation of learning planning activities

| No | Aspects Observed | Not Suited | |
|---|---|---|---|
| 1 | Learning Activity preliminary Core Cover | | v |
| 2 | Assessment of Learning Outcomes | | v |
| 3 | Learning Resources | v | |
| 4 | Implementation of Learning Process | | |
| 5 | Requirements for the implementation of learning process | | v |
| 6 | Implementation of Learning | | v |
| 7 | Assessment of Learning Outcomes | v | |
| 8 | Supervision of Learning Process | v | |
| | Total | 3 | 4 |
| | Persentage | 43% | 57% |
| | Good Criteria | | |

Source: Research data processed, April 14, 2017

4. Questionnaire

Table 4.2.4 Assessment of questions

| Aspects Observed | Unfulfilled | |
|---|---|---|
| 1 Project-based learning that has been done to provide changes to input, process and out put learning social science<br>2 Learning planning can not be said in accordance with the planned,<br>3 Provision of teaching materials in accordance with the scenario in learning,<br>4 Achievement of learning objectives felt can not be said to succeed,<br>5 Students pay less attention to the given project-based learning,<br>6 A deeper understanding of the project-based learning model is required.<br>7 In conclusion, project-based learning will still be used for further instructional program learning to students so that students can have the ability in accordance with the minimum mastery criteria.<br>8 Prepare the next project-based learning program. | v<br>v<br>v<br>v<br>v<br>v<br>v<br>v | v<br>v<br>v<br>v<br>v<br>v<br>v<br>v |
| **Total** | 4 | 4 |
| **Persentage** | 50% | 50% |
| **Enaugh Criteria** | | |

Source: Research data processed, April 14, 2017

5. Assessment of observation results, including: the stage before, stage of implementation and stage after.

Table 4.2.5 Before Stage

| | Components analyzed | Aspects to besupervised | Not | |
|---|---|---|---|---|
| **1.** | Stage before | 1. Example:<br>2. Preparation<br>3. Prepar-ed teaching preparation<br>4. Concepts to be discussed<br>5. Goals to be achieved<br>6. Presentation steps<br>7. Utilization of media<br>8. Process interaction | v | <br>v<br>v<br>v<br>v<br>v<br>v |

| | | |
|---|---|---|
| **Total** | 1 | 6 |
| **Persentage** | 14% | 86% |
| **Very good criteria** | | |

Source: Research data processed, April 14, 2017

Table 4.2.6 Implementation Phase

| | Compon-e n t s analyzed | Aspects to be supervised | Not Yet | In |
|---|---|---|---|---|
| | | 1. Clarity of concept | v | |
| | | 2. Success rate | | v |
| | | 3. Use of media | | v |
| | | 4 . Effectiveness of interaction | | v |
| **Total** | | | 1 | 3 |
| **Persentage** | | | 25% | 75% |
| **Good criteria** | | | | |

Source: Research data processed, April 14, 2017

Table 4.2.7 Phase After

| | | Aspects to be supervised | Not Yet | In accordance |
|---|---|---|---|---|
| 1. | S t a g e after | 1. Impression-appearance appearance | v | v |
| | | 2. Ability to identify good skills | v | |
| | | 3. Ability to identify skills that have not been successful | | v |
| | | 4. Discussion of alternative ideas | | |
| **Total** | | | 2 | 2 |
| **Persentage** | | | 50% | 50% |
| **Enaugh criteria** | | | | |

Source: Research data processed, April 14, 2017

B. Input Assessment (Input)

Assessment of inputs is the initial ability of students and Madrasahs to support the implementation of project-based education input inputs can be seen from the ability of students to receive social science learning materials and acceptance procedures, as well as teacher input and skills competence. Feedback assessments also relate to teacher planning in the lesson plan, and support programs for project-based learning, program objectives, funding, and supporting data (syllabus, lesson plans, teaching materials, and learning media). Analysis of inputs based on instruments: 1) planning of learning activities, 2) class visits in the learning process, 3) lesson plan of document devices, 5) RPP documents.

1. Evaluation of Learning Activity Planning (Input: Learning Tool)

Table 4.2.8 Learning device plan

| | Aspects Observed | | | |
|---|---|---|---|---|
| | Determining the identity of subjects | | | |
| | Determining the competency standard | | | |
| | Determining the basic competencies | | | |
| | Determining indicators of achievement of competence | | | |
| | Determining learning objectives | | | |
| | Determining the teaching material | | | |
| | Determine the time allocation | | | |
| | Determining learning method | | | |
| | Determining learning activities | | | |
| | Determine the assessment of learning outcomes | | | |
| | Determining the learning resources | | | |
| **Total** | | | | |
| **Persentage** | | | | |
| **Enaugh criteria** | | | | |

Source: Research data processed, April 14, 2017.

2. Assessment of Class Visits on Learning Processes

Table 4.2.9 Class visits in the learning process

| | Aspects observed | | | In |
|---|---|---|---|---|
| | R e l e v a n c e of material with learning objectives | | | |
| | Mastery of matter | | | V |
| | Strategy | | | |
| | Method | | | V |
| | Media | | | |
| | C l a s s management | | | V |
| | G i v i n g motivation to students | | | V |
| | Tone and voice | | | |
| | The use of language | | | |
| | Style and attitude of behavior | | | |
| | R e l e v a n c e of material with learning objectives | | | V |
| **Total** | | | | 5 |
| **Persentage** | | | | |
| **Enaugh criteria** | | | | |

Source: Research data processed, April 14, 2017.

3. Assessment of Learning Plans

Table 4.2.10 Assessment of lesson plan (device document)

| Aspects observed | | | | |
|---|---|---|---|---|
| | Formulating basic competencies and indicators | | | |
| | Determining the learning method | | | |
| | Determining the learning steps | | | |
| | Determining ways to motivate students | | | |
| | Determining students' learning experiences | | | |
| | Determine the time allocation | | | |
| | Compliance of learning materials with curriculum | | | |
| | Developing learning materials in accordance with student progress | | | |
| | Spatial classroom setting | | V | |
| | Organizing active students in learning | | V | |
| | Selecting learning resources | | | |
| | Determine the use of learning tools / media | | | |
| | Determine the forms of assessment procedures and techniques | | | |
| | Develop assessment tools | | | |
| | Physical appearance of lesson plan 1 Use of written language | | | |
| | Tidiness and cleanliness | | | |
| **Jumlah** | | | 2 | |
| **Persentase** | | | | |
| **Kriteria Cukup** | | | | |

Source: Research data processed, April 14, 2017

4. Evaluation of Learning Plan Documents

Table 4.2.11 Assessment of lesson plan (RPP document)

| Aspects observed | | | | |
|---|---|---|---|---|
| | Putting the material hook / perception | | | |
| | Motivate students to begin learning | | | |
| | Deliver the competencies students must achieve | | | |
| | Mastery of learning materials | | | |
| | Give an example / illustration / analogy | | | |
| | Using resources, tools, learning media | | | |
| | Directing students to actively participate | | | |
| | Giving strengthening | | | |
| | Implementing learning activities in a logical order / order | | | |
| | Respond positively to students' curiosity | | | |
| | Showing enthusiasm / passion to teach | | | |
| | Setting time usage | | | |
| | Implementing student organizing | | | |
| | Preparing resources and learning aids / media | | | |
| | Implementing process assessments | | | |
| | Conducting results / final results | | | |
| | Summarize the material | | | |
| | Giving follow-up | | | |

| | | | | | |
|---|---|---|---|---|---|
| | | General impression | | | |
| | | Teacher's appearance and attitude in learning | | | |
| **Total** | | | | | |
| **Persentage** | | | | | |
| **Enaugh criteria** | | | | | |

Source: Research data processed, April 14, 2017

C. Assessment process (process)

Assessment of the process in this case include: 1) Supervision of class visits, 2) Observation of students in the learning process, 3) Skills to carry out personal relationshSocial science, 4) Student activity in the learning process.

1. Supervision of Class Visit

Table 4.2.12 Supervision of class visits

| Aspects observed | | | |
|---|---|---|---|
| Explain basic goals and competencies | | | |
| Delivering material coverage and description of activities in accordance with syllabus | | | |
| Explain the content of activities to students / activity steps | | | |
| Using expression in communicating with student | | | |
| Using student responses in organizing activities | | | |
| Using media and learning tools that fit with the objective of | | | |
| Organizing activities in a logical order | | | |
| Using various methods to explain the content of activities | | | |
| Guiding students in individual and group activities | | | |
| Provide many opportunities for students to participate in activities undertaken | | | |
| Provide reinforcement to students | | | |
| Conduct assessment during the activities | | | |
| Closes the activity appropriately | | | |
| Give assignment | | | |
| Total | | | |
| Persentage | | | |
| Enaugh criteria | | | |

Source: Research data processed, April 14, 2017

2. Observation of students in the learning process

Table 4.2.13 Observation of students in the learning process

| | | | | | |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |
| | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| B. | | Showing excitement in learning | | | V |
| | | Give the impression of mastering material | | | V |
| | | Shows the stability of teaching | | | V |
| C . | | Developing healthy and harmonious personal relationsh social science | | | |
| | | Creating a conducive learning climate | | | |
| | **Total** | | | | 4 |
| | **Persentage** | | | | |
| | **Enaugh criteria** | | | | |

Source: Research data processed, April 14, 2017

4. Student Activity in Learning Process

Table 4.2.15 Student Activity in Learning Process

| | Aspect observed | Not Satisfactory | |
|---|---|---|---|
| | Students are enthusiastic in following lesson | | V |
| | Students listen when the teacher gives an explanation | | V |
| | Students ask questions at the right time | V | |
| | Students are not awkward to ask questions or submit opinions | | V |
| | Students perform activities in accordance with the planned learning experience | | V |
| | Students show the desire to master material | V | |
| | Students speak well and correctly | | V |
| | **Total** | 2 | 5 |
| | **Persentage** | 29% | 71% |
| | **Good criteria** | | |

Source: Research data processed, April 14, 2017

D. Assessment of Results (Product)

Assessment results are directed at things that show changes that occur result of learning / student development, and student learning outcomes. To make it easier to see the results of research can be seen using a clear diagram range size criteria of program success and presented in the form of chart diagram. The assessment of product assessment is based on the assessment in the 81A permafikbud which then the data is averaged based on the lowest and highest level on the assessment of knowledge and skills, based on the assessment of spiritual and social attitudes in this case include spiritual, honest, discipline, responsibility, tolerance, mutual assistance, confidence. Assessment for each assessment indicator based on the 2013 curriculum and the programmatic criteria table.

Tabel 4.2.17 Rekapitulasi Kriteria Keberhasilan Program

| | Standart | Score Indicator | Score End | Category |
|---|---|---|---|---|
| | □ Learning Tool Syllabus,<br>□ Learning Activities,<br>□ Implementation of Activities Learning,<br>□ Aspects of Questions,<br>□ Before the Observation,<br>□ Implementation of Observation,<br>□ After Observation. | 78% Good<br>88% Good<br>57% Good<br>50% Enaugh<br>86% Good<br>75% Good<br>50% Enaugh | 69.14% | Good |
| **Input** | □ Assessment of lesson plans<br>□ Class visits on the learning process<br>□ Device document<br>□ RPP document | 46% Enaugh<br>46% Enaugh<br>38% Enaugh<br>50% Enaugh | 45% | Enaugh |
| | □ Supervision of Class Visit<br>□ Student Observation on Learning Process<br>□ Personal Relationsh social science<br>□ Student activity in learning process | 47% Enaugh<br>53% Enaugh<br>40% Enaugh<br>71% Good | 52.75% | Enaugh |
| | □ Assessment of knowledge, skills, social and spiritual attitudes | 71% Good | 71% | Good |

Sumber: Data penelitian yang diolah, 14 April 2017

The results of the evaluation include: Context

evaluation aims to assess the implementation of project-based learning: Planning syllabus by 78%, preparation of learning planning by 88%, preparation of learning activities by 57%, question list aspect of 50% , Before the observation of 80%, the observation of 75%, after the observation of 50% with the average final score for the context assessment of 69.14% consulted with the table of success criteria of the program has a good category. Input evaluation includes: Learning activity tool 46% in accordance with the provisions set in project-based learning planning, Class visit in the learning process by 46% in accordance with the assessment of visits in the learning process, assessment of lesson plans, Instrument visit class document device of 38% in accordance with the provisions, assessment of lesson plans document RPP of 50% in accordance with the provisions so that the final score obtained 180% with the average final score for the assessment of 45% consulted table of criteria success category program enough. The evaluation process includes: Supervision of class visits by 47% with sufficient criteria in accordance with the set, Observation of students on the learning process by 53% with criteria quite active in the learning process, Skills in carrying out personal relationsh social science by 40% Provisions that have been established, students' activities in the learning process by 71% with satisfactory criteria in terms of liveliness of students. Final score was obtained 211% with a mean final score for a process assessment of 52.75% consulted with a sufficient category program success criteria. Products (product evaluation) include: Assessment of knowledge, skills, social and spiritual attitudes according to permendikbud 81A. A 71% adjusted table of success criteria of the program has a good category.

Based on the results of the study of the evaluation model of education that is used as the focus of the study in this study, it can be drawn some conclusions research as follows:

1. The model evaluation model of the CIPP model is used in evaluating the implementation of project-based learning. An important factor for improving the quality of education is through learning programs, and evaluation is an effort to improve the quality of education, the implementation of the evaluation should be an important part and implemented on an ongoing basis. In addition to the useful evaluation of madrasah leaders as an effort to portray the educational system they are responsible for, evaluation can also foster students' interest and motivation to learn more actively, and encourage teachers to improve their work performance as professional educators.
2. Evaluation is not only focused on the assessment of learning outcomes, but also needs to be based on an assessment of the context, input and learning process itself. In this conception, the optimization of the evaluation system has two meanings, namely the evaluation system that provides optimal information, and the benefits achieved. The main benefit of the evaluation of education is to improve the quality of learning.

In order to improve the quality of education, various efforts should be undertaken, such as the development and improvement of learning implementation as part of the curriculum, the development of learning materials, the improvement of the evaluation system, the procurement of books and learning tools, the improvement of educational infrastructure, the improvement of teacher competence, and the improvement of leadership quality Madrasah.

***Conclusion***

Based on the above conclusions, the suggestions that researchers can convey are as follows:

1. Implementation of CIPP model program evaluation shows that project-based learning programs proved to be effective can be used as a reference in improving the quality of learning for evaluators or educators to improve the quality of Social science learning.
   A. Context evaluation shows that project-based learning has a good level of success. Recommendations of project-based learning researchers need to be tailored for better implementation in the future.
   B. The Input Evaluation shows the learning tools, scope, device documents, learning plan implementation documents can be implemented. Researcher recommendation of supporting facilities that are not maximally related to the use of internet / wi-fi used Use of Information Technology on learning activities, Background education subject teachers who do not master the Social sciences because pure economy should the school provide easier access to students in the process Learning and learning of social science using Team Teaching so that with diverse teacher education background it can teach Social science comprehensively
   C. Evaluation The process shows the supervision of class visits, student observation in the learning process, skills to carry out personal relationshSocial science, student activities in learning can be done. The researcher's recommendation of teacher based on the result of the subject teacher's research has not been maximal in implementing the learning process activity, in this case. 2x40 minute face-to-face teaching hours, in-time teaching, arrival in the classroom is often 5-10 minutes late for teachers, reducing teaching time, 2x35 mins face-to-face teaching hours due to madrasah activities, end of teacher lessons often leaving class too Quickly leave the class before the teaching time is over, the researcher's advice

should not be a teacher's routine in supervising the learning process. The presence of some learners who are not actively involved in the learning of the researcher recommends using peer assessment and supervision.

D. Evaluation of the product shows the components of assessment based on knowledge, skills, spiritual and social can be done. Researcher's recommendation based on result of research found some student doing other activity causing less teacher maximal in giving of learning This cause process of giving assessment not maximal suggestion of researcher need comprehensive action so that learners can actively involved in proselytizing process.

2. CIPP learning evaluation model is recommended to be used in the evaluation of program subjects useful for the interests of MTs Negeri Jember III Tanggul to improve the quality of input, process, learning output. Implementation of the CIPP model program evaluation needs to be supported by the seriousness of stakeholders and commitment from all aspects, because the evaluation program will not benefit if it does not get the support of Madrasah Principals in evaluating the implementation of learning in general and teachers of social sciences subjects in particular.

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